

College and Career Literacy

Lesson Organizer

Lesson Synopsis	Students review procedural text and use online and print resources to create a visual representation of a career/job. Students write a business correspondence for a prospective employer. Teamwork and speaking and listening skills are emphasized. Fiction is revisited through independent reading. During “Book Chats” students will discuss inferences made while reading, as well as the textual evidence that supports their ideas.	
Performance Indicators	<ul style="list-style-type: none"> In a small group, use available online and print resources to study a selected career. Discuss the purposes of the resources and the most important details. Create a visual representation (e.g., pamphlet, digital presentation, web page, display board) to inform others about the career. Share the information with the class. (E1.8A; E1.9A, E1.9C; E1.11B; E1.21B; E1.24B; E1.25A) ELPS 1E; 2D, 2E, 2F, 2G, 2H, 2I; 3E, 3F, 3G, 3H, 3I, 3J; 4G; 5G Write a letter of correspondence or an email to a prospective employer expressing your interest in an available position with the company. Include your qualifications and explain how you would benefit the organization. (E1.5Bi, E1.15Bii) ELPS 1E, 1H; 5E, 5F, 5G Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text. (E1.Fig19B; E1.15Ci) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> Authors use a repertoire of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts. Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking. Readers create connections to make text personally relevant and useful. 	
TEKS	E1.Fig19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
	E1.8A	Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose. Readiness Standard
	E1.9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
	E1.9A	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion. Readiness Standard
	E1.9C	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. Readiness Standard
	E1.11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
	E1.11A	Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications). Supporting Standard
	E1.11B	Analyze factual, quantitative, or technical data presented in multiple graphical sources. Supporting Standard
	E1.15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
	E1.15B	Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:
	E1.15Bi	organized and accurately conveyed information
	E1.15Bii	reader-friendly formatting techniques

	E1.21	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
	E1.21B	Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).
	E1.24	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.24B	Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.
	E1.25	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.25A	Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
Ongoing TEKS	E1.1	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. Supporting Standard
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. Readiness Standard
	E1.1D	Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo). Supporting Standard
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Readiness Standard
	E1.Fig19	Fig19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images).
	E1.2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
	E1.2A	Analyze how the genre of texts with similar themes shapes meaning. Supporting Standard
	E1.2C	Relate the figurative language of a literary work to its historical and cultural setting. Supporting Standard
	E1.5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
	E1.5A	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development. Supporting Standard
	E1.5B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. Readiness Standard
	E1.5C	Analyze the way in which a work of fiction is shaped by the narrator's point of view. Supporting Standard
	E1.5D	Demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.
	E1.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
	E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
	E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. Readiness Standard
	E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. Readiness Standard
	E1.13D	Edit drafts for grammar, mechanics, and spelling. Readiness Standard
	E1.13E	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	E1.15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.21	<i>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</i>
	E1.21C	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
	E1.26	<i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
Materials	<ul style="list-style-type: none"> • Reader's Notebook (1 per student) • Teacher Reader's Notebook (1) • Writer's Notebook (1 per student) • Chart paper (if applicable) • Note card (1 per group) • Library or media center access • Computer access • Short procedural text (1 per student) • 3-4 novels (group sets with enough copies for one per student) • Independent Reading novels (1 per student) • Timeline/calendar (1 per student) • Workplace documents packet (email, memo, employee instructions, project plan, etc. on same topic) • Graphic organizer for Comparison/Contrast (1) 	
Attachments	<ul style="list-style-type: none"> • Handout: IR Book Page (1 per student) • Handout: Workplace Document Comparison Chart (1 per student) • Teacher Resource: English I Unit 05B Reading Appetizer (1) 	
Resources and References	None identified.	
Possible/Optional Literature Selections	District-adopted resources	